

THE SUNDAY SCHOOL.

Lesson VI.—Fourth Quarter, For Nov. 8, 1908.

THE INTERNATIONAL SERIES.

Text of the Lesson, 11 Sam. xviii, 24-33. Memory Verse, 33—Golden Text, Prov. xvii, 23—Commentary Prepared by Rev. D. M. Stearns.

Copyright, 1908, by American Press Association.] In the last lesson we left David fleeing from Absalom because of the rebellion, but it was still manifestly true that the Lord preserved David whithersoever he went" (viii, 6, 14). The counsel of Abithophel, who left David to flee from Absalom, was as if a man had inquired at the oracle of God, but in answer to David's prayer that God would turn the counsel of Abithophel into foolishness God saw fit to do it through Hushai, David's friend (xv, 34, 37; xvi, 23; xvii, 14). There is great comfort to a believer in the words of Ps. xxxiii, 10, 11. "The counsel of the Lord standeth forever, the thoughts of his heart to all generations." See also Isa. xiv, 24, and it is our privilege to rest in the assurance of the "all things" of Rom. viii, 28; II Cor. iv, 15, and to take even the cursing of a Shimei (xvi, 5, 12) as permitted by God to show His power in due time and change the curse to a blessing. See the sequel to this event in chapter xix, 16, 20. If we would have perfect rest we must believe firmly that the Lord is roundabout His people, as the mountains, as a hedge, as a fire, and that nothing can possibly come through without His permission, not even the barking of a dog (Ex. xi, 7).

The phrase "David's friend" (xv, 37; xvi, 16) reminds us of Abraham, the friend of God (II Chron. xx, 7; Isa. xli, 8; Jas. ii, 23), and of our Lord's words, "I have called you friends" (John xv, 15). Why not be more worthy of such a royal friend? The friendship of this world is enmity with God, and it is impossible to be a friend of the world and of God too (Jas. iv, 4). The manner of Abithophel's going out of this world (II, 23) has grown to be the common thing in our day, not hanging, but the taking of his own life, another indication that the return of the King draweth near, Mahanaim, where Shobi and Maachir and Barzillai met David and his people with so much kindness, makes us remember the kindness of God to Jacob in some of the dark days and that we, too, have the ministry of angels as well as of visible friends. (xvii, 27, 29; Gen. xxii, 2).

Our lesson chapter opens with the going forth of David's army under Joab, Abishai and Ittai, with the words of David ringing in their ears, "Deal gently for my sake with the young man, even with Absalom" (verse 5). The armies met, and David's followers were victorious. There was a great slaughter of Absalom's followers, and Absalom himself was slain miserably by the hand of Joab and thrown into a pit and covered with a heap of stones (17). His beautiful head of hair was seemingly his ruin (verse 9, chapter xiv, 26). How often it is that what one prizes most becomes the undoing of such a one! Pride of any kind always leads to a fall. David was prevented from going out with the army, the people saying that it would not matter if half of them died, but that David was worth ten thousand of them (verse 3), so he remained in the city and sat between the two gates to wait and watch for tidings, while the watchman went up to the roof over the gate that he might see afar off and advise the king. David hoped for good tidings, but it must have been with a sorrowful heart and some forebodings. The two prominent words in our lesson verses, "watchman" and "tidings," suggest to us many things and give us a whole study in themselves. Because of a well beloved Son given for us, the only begotten Son of God, the angel said to the shepherds, "Behold, I bring you good tidings of great joy, which shall be to all people" (Luke ii, 10), but the majority of those to whom the good news has come seem not to care whether others hear or not. The shepherds outside of Samaria put us to shame, who said in the midst of plenty, while others were perishing, "We do not well; this day is a day of good tidings, and we hold our peace."

A common question asked by those who hear for the first time of the wonderful love of God, as to how long we have known it and why we did not come sooner to tell their friends who have died without hearing, ought to search us to the very heart. Do we believe the cry of the watchman, "The morning cometh, and also the night," and, as we think of Israel's blindness, what about obedience to the command in Isa. xl, 9, margin? Alas, there are many who, like Ahimaz, the son of Zadok, insist on running, but have no tidings, and therefore their running is in vain. The message is plain, but we must receive it before we can run and tell it. See Hab. ii, 2. "Make it plain that he may run that readeth it," not, as often quoted, that he that runs may read, which is not in the Scripture. We see in our lesson the grief of a loving father over the untimely death of a wayward son, and our hearts are touched by the cry of the broken hearted father.

What about the heart of God as He gave up His only Son, the holy one, to become a sacrifice for our sins, a sin bearer, a curse for us? Let each one say "bearing my sins in His own body on the tree." Might he not say to us as He beholds our indifference, "Is it nothing to you all ye that pass by?"

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OUR SCHOOLS.

PAPER NO. 9.

BY PROF. WILLIAM H. HAND.

The High School Situation.—Counting the increased facilities added this year, it is easily demonstrable by figures that the public high schools of the State, aided and unaided, have increased in efficiency more than twenty-five per cent since January 1, 1907. In more than one-fourth of them the efficiency has been doubled within that time. The chief increase is in the quantity and quality of the teaching force, thus giving longer recitation periods, a wider range of studies, and lengthened courses of study. The State appropriation of \$50,000 has been the chief instrument by which these improvements have been brought about, but it must be admitted that even with this lever it has been a task of magnitude to secure this increased efficiency. It has required courage and watchfulness on the part of the State High School Board to prevent the schools from taking the State aid for the high school, then turning it into the common school department without one particle of increase of efficiency in the high school.

The introductory statement might lead the uninformed to think that our high schools are now satisfactory. Far from it. There are now not far from 140 public high schools in the State, within the minimum definition of a high school under the present high school law—one teacher giving all his time to not fewer than fifteen pupils above the seventh grade or seventh school year. Of these 140 schools, 25 have one high school teacher each, 80 schools have two teachers each, and the remaining ones more than two teachers each. Only six schools have each the full teaching time of five teachers or more.

In nearly all the one-teacher high schools the recitation periods have been advanced to 30 minutes each, nothing less than 20 minutes being accepted in the aided schools. In those with two or more high school teachers, fully three-fourths have 40- and 45-minute periods, while a few have one hour periods. In an aided school of this class nothing less than 30 minutes is accepted. The greatest single gain has been this lengthening of the recitation periods, and upon the whole the situation in this respect is satisfactory.

Some noticeable improvement in the competency of the teachers has been made, but in this respect conditions are far from satisfactory. Many places are willing to pay from \$1,200 to \$1,500 for a supervising principal, but give him cheap assistants. It is utterly useless to talk about getting a competent and experienced woman, fitted to do high school teaching, at \$40 a month, or a man who has shown himself qualified, at \$60. It is painful to me to say this, for among just such teachers are some of my best personal friends. But I know only too well that the standard of the high schools depends upon the standard of their teaching force. Let me tell some things I have seen and heard. I have seen more than one high school teacher wrestle a half-hour with an ordinary problem in Wentworth's Practice Arithmetic, a book usually completed in the 8th grade. In Tarr's Physical Geography, a book really too difficult for the 8th grade where it is usually found, I have seen teachers cover enough ground in one 30-minute recitation to have given profitable work for three such periods. In one history recitation I have seen the class read the text like a fourth reader for one-half the time, then listened to the teacher ask twenty to thirty wholly unrelated questions each suggestive of the answer expected. Day after day I see teachers vainly attempting to teach English grammar and punctuation from the rules and the few examples given in the textbook, and seemingly oblivious to the fact that every textbook the child uses is full of the very illustrations needed. Latin is usually referred to as a dead language; it might with propriety be called dead in some instances. Not a few high schools pupils after two years of Latin study are unable to separate a word into its syllables, or to determine the length of a syllable. In translation it is no uncommon thing to hear such as this: "Gallia-Gaul, est-is, omnis-all, divided-in, partes-parts, tres-three," etc. As a specimen product of the vigor of the Latin grafted upon the flexibility of the English, note this: "The army having been drawn up more as the nature of the place and the slope of the hill and the necessity of the time than as the order and plan of military things demanded, since the different legions, some in one part and some another were resisting the enemy and the thick hedges having been cast down," etc. (See Caesar's Gallic War, Book II, chapter 22). The teacher who accepted this jargon holds a college diploma, and is exempt from examination of fitness to teach. On

my desk are some specimens of spelling in the handwriting of high school teachers—all but one college graduate: Caesar (thus by three teachers), latin, literature, Enock Arden. Buehler's grammar has been in constant use in this State eight years, and Myers' histories more than fifteen years. Here are some of the variations: Meyer's, Meyers', Meyer's; Beuhler (five teachers), Beulah (three teachers), Buelah (two teachers), Beuhlar (one teacher). A fifteen hundred dollar principal can not make bricks without straw.

Only a few high schools are content to offer a two-year course, although one of the best in the State is a two-year school. Nine-tenths of the high schools offer a three-year course, no matter how many nor how few teachers. Last year there were but four public high schools in the State with a standard four-year course, and enough teachers to teach it. The report for 1908-09 will show perhaps eight standard four-year schools. To be sure more than four schools claim a four-year course. Several schools claiming a four-year course were credited with fewer units of work than are required for a standard three-year course, and one school claiming four years fell below the requirements for a standard two-year course. The standard applied to the high schools was that generally accepted by the colleges of the State, and is below that used by the Carnegie Foundation Board. The error into which most of these schools have fallen is to divide their pupils into four classes with six- and seven-month intervals of advancement between each two, then call each division a year in the course. That the reader may see the validity of some of these claims, some courses are here outlined. This is the fourth year's work in one school: The first half of Myers' General history, Commercial Arithmetic five times a week, three books of Plane Geometry, and forty-five hours during the year, to Tappan's History of Literature. Another four-year school goes through the Second Book of Caesar's Gallic War, four books of Plane Geometry, and Tappan's Literature. Numbers of these courses show that the third-year and the fourth-year classes are together in more than one study. One must not be misled by the term literature in many of these schools. It is nothing more than reading about the authors of literature—a little biography, if the truth must be told.

The poverty of some of these four-year courses is more than offset by some of the plethora of three-year courses, some of which are formidable affairs. At random I take one year's work from one of these courses: Arithmetic, Algebra, Rhetoric, Literature, Latin (reading, grammar and prose composition), Physical Geography, History, and Business Methods (an innocent little text). In this year's work every pupil takes everything prescribed, and each pupil is on recitation practically every period during the day. Several schools have Arithmetic, Algebra and Geometry in the same year's work, and a few have Physical Geography and Physics in the same year, with practically no other science in the entire course. The majority of the one-teacher high schools undertake the impossible—to teach a full four-year course. One such school has classes in Arithmetic, Algebra, Geometry, English Grammar, English Composition, Literature, Physical Geography, U. S. History, S. C. History, General History, Beginner's Latin, Caesar and Ovid. One teacher may teach a few subjects through a four-year course, and do it well, but on such a course as the one just given a teacher is wasting his time and energy. The greatest evil is to the pupil. His time and effort are divided up among so many subjects that he pursues none of them long enough and far enough to get any training or knowledge out of them. In even the better schools the average pupil gets but little out of such subjects as Physical Geography, physics, and civics, because they are not studied long enough to benefit the pupil.

The high schools, like the common schools, suffer from the endless changing of teachers. A comparison of this year's schedule with that of last year shows that the whole course has been overhauled and reorganized, and in some cases the new course seems to be given over to reviewing past work. Perhaps such course is necessary, but it shows a fearful waste of energy somewhere. In at least two cases the new teachers have taken the pupil out of last year's 8th and 9th grades, added a few recruits, and made a four-year school. Presumably that is progress.

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THE GAME LAW

INTERESTING SUMMARY PREPARED BY SEC. RICE.

The Game Birds and Non-game Birds Defined by the Statutes, Which Are Very Rigid.

The Audubon society is in receipt of request daily for copies of the game laws. These can not be supplied since the issue has been exhausted, giving conclusive evidence of the interest felt in the subject all over South Carolina. The society has requested that extra copies be returned. Requests have come also from other States. To make the principal points clear the following is a summary of the more important laws as prepared by Secretary Jas. Henry Rice, Jr.

Game Birds.

The statute of 1905, passed two years before the Audubon society was chartered, defines what are game birds and what are not. The game birds are: Swans, wild geese, brant, wild ducks, rails (marsh hens), coots, gallinules, surf birds, snipe, woodcock, quail (partridge), rice bird black bird, dove, sand-pipers, upland plover, curlew, wild turkey and prairie chicken.

It is not known to the society why prairie (pinnated grouse) hen were put on this list, nor why Mongolian, or ring-necked, pheasants and ruffed grouse were left off. There are no prairie chickens in South Carolina; whereas there are both Mongolian pheasants and ruffed grouse, but such is the law.

The above birds may be shot in the seasons permitted by law, or taken in those seasons by any method which the law allows.

Non-game Birds.

All birds not on this list are non-game birds within the meaning of the law and may not be killed at any time; nor may their nests or eggs be destroyed. It is a misdemeanor to have in possession any part of a non-game bird, such as feathers, body or skin; and it is equally against the law whether such was killed within or without the State.

In the preamble to this act it is stated: "That all wild birds, whether resident or migratory, in this State, shall be, and are hereby, declared to be the property of the State. That is the law of South Carolina.

Birds That Are Excepted.
The act further recites that the English sparrow, cooper's hawk (the chicken or hen hawk), the sharp-shinned hawk (known locally as the "Blue Darter"), the great horned owl and all other birds which are by nature destructive of other birds, are not included among the birds protected by this act, nor are the nests or eggs of these birds protected.

A person is allowed to kill crows on his premises if they are destroying crops, but he is not allowed to sell them or their feathers.

No non-game bird may be shipped out of the State nor may the eggs or feathers of such bird be shipped.

For Scientific Purposes.
Certificates may be granted by the secretary of State to any person of the age of 15 or upward, who is properly accredited, permitting the holder to collect birds and their eggs for scientific purposes. The applicant must be endorsed by two well known ornithologists, and if it is proved that the holder has taken birds for other than scientific purposes his certificate will be at once canceled and not renewed. Besides he will be liable to a fine of \$100 or 30 days' imprisonment.

It will be seen that no woman has the right to wear the feathers of a non-game bird on her hat; it is an indictable offense under the laws of South Carolina and it might be added that it is an indictable offense under the laws of almost every civilized country in the world. There are 150,000,000 birds used up in the plum trade of Europe every year, these birds being imported from Asia, Africa and Polynesia. Many species have become extinct through this savage slaughter.

The Open Season for Game.
According to the act of 1906 season for shooting partridges, wild turkey, woodcock, Mongolian or other pheasant is made from November 15 to March 1, with the exception of the following counties: Beaufort, Hampton, Dorchester, Colleton, Charleston, Barnwell, Berkeley Aiken, Oconee, Fairfield, Saluda, Georgetown and Clarendon.

These counties have from November 1 to April 1. Lexington was formerly among the excepted counties, but has been taken up and the season there is from November 15 to March 1.

The deer season is from September 1 to January 1, but the law applies only to Georgetown county. The rest are from August 1 to February 1.

Game Birds Not to Be Sold.
The act of 1906 makes it a misdemeanor to sell, or offer or expose for sale, to put in net or trap, or by firelight to pursue with intent to catch, kill or injure any of the game birds named in that section. The handling, possessing or ownership of these birds is prima facie evidence that they are being offered for sale.

These are the laws of the State of South Carolina, made by the lawful representatives of the people and are binding on every citizen whether he thinks they are wise or unwise. The first consideration is that they are the laws of the land. Any person has the constitutional right to make representations to the legislature to have any law changed, but while it is on the books he is bound to obey it.

CRIMINAL CARELESSNESS.

Little Colored Boy Is Killed by Stray Shot.

A dispatch from Laurens says quite an unfortunate accident, since accident it appears to have been from present reports, occurred late Thursday afternoon in the western part of the city, when Abe Sheel, a little negro boy, aged six years, was shot through the bowels with either a pistol or rifle, inflicting a wound that a few hours later proved fatal. The boy was standing in the front yard of his home near the power house when he was hit. He at once went to bed, where his mother coming in a little later found him. She communicated with the police, seeking medical aid for his child which was secured. It is reported that two or three young white boys of the city were in the Copeland woods near by shooting, and the supposition is that a stray shot from their guns or pistols struck the negro boy.

NEW FERTILIZER COMPANY

With Large Capital Recently Organized at Richmond, Va.

With a maximum capital of \$20,000,000, the State corporation commission of Virginia, has granted a charter to the industrial Chemical Company, of Richmond, whose purpose, it is said, is to run in opposition to the monopoly now held by the Virginia-Carolina Chemical Company. The backers of the new concern are among Richmond's leading business men, headed by Charles B. Branner, as president. The charter stipulates the purpose of the concern to be those of dealing and manufacturing chemicals, engaging in the mining business and such other things as will not be contrary to the laws of the State. The company is allowed the right of constructing railroads and other accessories to the business.

STONES BLOWN

Through a Man's Body at Fire in a Mine.

One man is dead, one missing, one dying and four others injured by a dynamite explosion at Hammond mines near Gadsden, Ala., at nine o'clock Thursday night. Almost every plate glass window in Gadsden was broken and twenty-four miners' houses in the vicinity of the explosion were razed to the ground and many others damaged. The fire department had responded to the alarm of a house burning, being near a magazine. Hundreds of spectators standing near the scene when the explosion occurred and every one within a wide radius were hurled to the ground. Stones were blown entirely through the body of Henry Kell, and no trace can be found of Arthur Hood.

EVANS AND FINLEY SPAR.

Two Well Known Spartanburg Lawyers Come to Blows.

A Spartanburg dispatch says the Hon. John Gary Evans and Mr. S. G. Finley, well known lawyers, and who, until recently, were associated in the practice of law, engaged in a personal difficulty in the law office of Nicholls & Nicholls at a reference which was being held for the purpose of settling the business affairs of the former partnership of Messrs. Evans & Finley. Mr. Finley took offense at a statement made by Mr. Evans and they came to blows. Mutual friends rushed between the warring lawyers and stopped the fight before either sustained injuries.

Killed in Prison.

A mob of about thirty men attacked the Roane county, Tenn., jail Friday morning, and killed Geo. Cook, held on the charge of murdering John King, a few weeks ago. All but two of the mob were masked. The identity of one of the mob is known.

Negro Pickpocket Caught.

At Columbia a negro named Jones was arrested Thursday by the Fair grounds police for attempting to pick the pockets of Mr. Wright, of Sumter. There were several cases brought before Magistrate Riley by Chief Fred Strickland and his men.

Night Riders Caught.

Many of the night riders who brutally murdered Captain Quentin Rankin in Tennessee last week has been arrested and is now in jail. One of the murderers has confessed, implicating eighty-five other persons in the lynching.

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